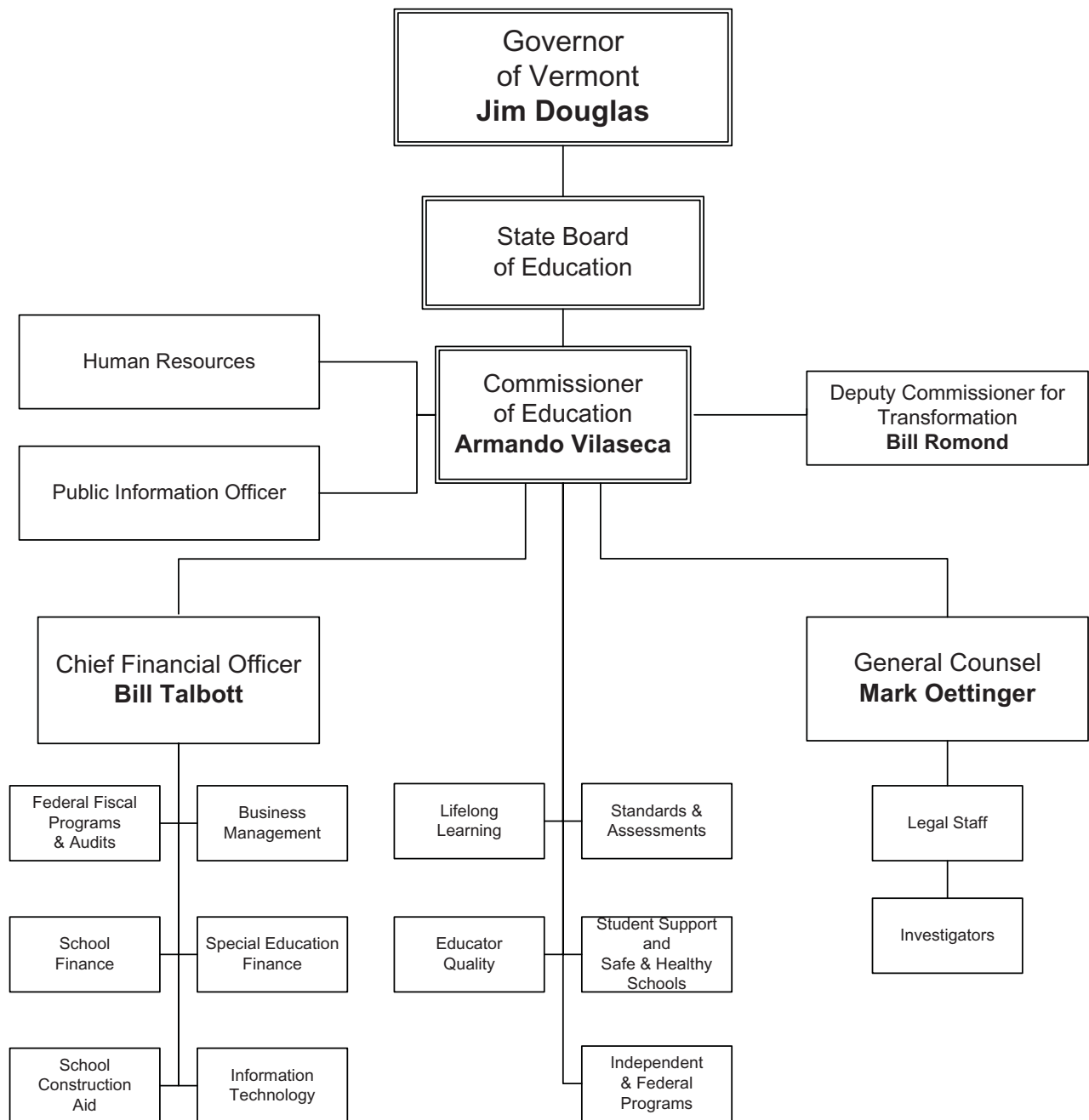


# Organizational Chart

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# **Transformation of Education in Vermont**

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Because the world's accumulated information is estimated to literally double every two years, today's kindergarten students who graduate from high school in 2022 will be entering a world that has 128 times more information than exists today. The challenge for students is no longer simply acquiring information, but rather developing the skills to acquire, manage, analyze and make sense of the abundance of information. America's education system – including the system in Vermont – must hasten its adaptation to what has become a knowledge-based economy, and keep pace with continuing technological advances and the societal shifts of a growing, global economy.

Fortunately, Vermont's existing education system has a solid foundation on which to build and prepare students for the future, and a lengthy history of educational accomplishments of which we can be justifiably proud. But we must expand and accelerate those accomplishments in order to provide all Vermont students with the skills and opportunities they need and deserve to succeed.

All students, regardless of their learning styles, gifts, challenges, circumstances or expectations, deserve the opportunity to build the skills necessary for success in school, college, their careers and their communities. To achieve those challenging objectives, Vermont's schools cannot merely be readjusted. They must be genuinely transformed into learning centers that respond to the needs of students, provide flexible environments rich with 21st century tools and expect students to demonstrate deep understanding through a variety of means.

The State Board of Education and Department of Education, along with members of the education community, have made this transformation a priority. Transformative efforts are cropping up in Vermont schools across the state. Department grant programs and initiatives are being implemented to align with the vision for Transformation. Education leaders continue to gather on a statewide and regional level to move this important work forward. What follows are just some examples of the concrete work of Transformation currently underway.

During the fall of 2007 and the first six months of 2008, the Board and department engaged with students, parents, teachers, principals, technical center directors, superintendents, school board members, legislators and representatives of statewide education associations regarding the future of education in Vermont, culminating in the Board's July 2008 adoption of *The Transformation of Education in Vermont: A Framework for Transformation*. That document is the driver for the Board's and department's current work because it describes what a transformed system looks like; what it means for students, their parents and educators; and what will be done to move Transformation forward.

With support from the Board, during the fall of 2008 the Department of Education implemented a number of initiatives designed to advance Transformation. Among those were the creation of a \$225,000 Vermont-based grant program supporting Transformation at the secondary level; a Secondary School Transformation Conference; regional follow-ups to that conference offered in collaboration with the regional support centers (Educational Service Agencies); and a recently announced multi-state partnership focused on secondary education and funded by a \$1 million grant from the Nellie Mae Education and Bill and Melinda Gates foundations.

# Transformation of Education in Vermont

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With additional grant support from the Nellie Mae Education Foundation, this fall the Board convened more than 35 state policymakers in order to establish a common sense of direction for the future of Vermont's schools. This group created a statement of commitment and met with the State Board and Commissioner Armando Vilaseca in January 2009.

The State Board also voted this fall to create an Education Transformation Policy Commission. This commissioner is charged with recommending a policy framework to the Board based on a collective vision for the future that identifies high leverage policy areas supporting Transformation. The results of this effort will influence the Board's 2010 legislative proposals.

In addition, the department continues to align programs with the principles of Transformation, focusing on student involvement, flexibility and personalized learning. What follows are some examples:

1. The purpose of the **Formative Assessment Pilot Project (FAPP)** is to aid teachers in frequently monitoring the learning of all students and adjusting instruction to better meet those needs. Building on the extensive research on formative assessment and educator professional development, the project creates small teacher learning communities (TLCs) in which participants refine the necessary knowledge and skills to effectively implement and sustain formative assessment practices in their classrooms.
2. The **Comprehensive Local Assessment System (CLAS)** guide is available to Vermont educators through Riverdeep, an interactive online communication tool. The guide is designed to help schools implement best practices in developing a high-quality, effective local assessment system. Through rubrics for shared expectations for all students and using data for inform instruction, teachers work together in teams to self-assess their school's system and get direction for their future work.
3. A competitive grant process brought **heart rate monitors**, along with the supporting technology and software, to three Vermont high schools. This technology supports a new kind of physical education, shifting away from a competitive, sports-oriented model to one that promotes individual, lifelong fitness.
4. Vermont's **21st Century Community Learning Centers (21C )** programs are designed to expand learning opportunities outside the school day and to provide students with academic supports and engaging activities after school and over the summer. Through its focus on community partnerships and involving students in real-life, hand-on activities, the 21C program also extends learning outside the school walls and into the community, region and beyond.

These are just some examples of the seismic shift in education currently under way in Vermont. The State Board, Department of Education and educational leadership across the state are committed to moving Vermont's education system into a new era that best prepares all Vermont students for their future. For more information, visit <http://education.vermont.gov/new/html/dept/transformation.html>.

# Department & State Board Highlights for 2008

In addition to the Transformation initiative, highlights of our work from 2008 include:

## **State Board of Education Highlights**

Following a four-month search process, the Board named **Armando Vilaseca** as Vermont's new commissioner of education on November 20, 2008. He began his duties on January 19, 2009.

Aware of current and emerging issues facing schools/school districts, such as **rising energy, transportation and food costs**, the Board engaged in a roundtable discussion on August 25th with representatives from partnering organizations and agencies who shared concerns about these and related issues, and their impact on Vermont's students and families. In response to the discussion, the department established a Web-based clearinghouse of energy-related information on its Web site.

The Board approved proposed **bus idling rules** in response to the passage of Act 48 of 2007, the first Vermont bill enacted to specifically prohibit school bus idling on school grounds. The State Board of Education Manual of Rules and Practices Series 6000 (School Buildings and Sites) includes the new rules required by 23 V.S.A. §1281(f) for School Bus Idling.

As directed in the passage of Act 62 of 2007, the Departments of Education and Children and Families engaged in a joint rulemaking process for the purpose of regulating **pre-kindergarten education**.

The Board hosted an **Educator Recognition Event**, recognizing Vermont Teachers of the Year, National Board Certified Teachers, Milken Educator Award winners and Presidential Awardees in Mathematics and Science.

The Board hosted its **Third Annual Student Recognition Ceremony** on April 8, 2008, recognizing 80-plus Vermont students for their academic and leadership excellence.

## **Department of Education Highlights**

From the **Information Technology** division:

The department has partnered with the Department of Information and Innovation (DII) to implement a statewide **Enterprise Grants Management System (EGMS)**. The EGMS will streamline the state's ability to issue and track grants. Once the department assists with the initial set-up of the system and launches the first grant program, DII will assist other agencies in moving onto the system.

From the **Educator Quality** division:

1. In consultation with the Vermont Standards Board for Professional Educators, the Educator Quality division revised the 2003 **educator licensing regulations** to clarify ambiguities.
2. The Vermont Standards Board for Professional Educators developed criteria, as a result of a charge by the State Board of Education, for an **alternate route to licensure** in addition to the existing Peer Review. The Upper Valley Teacher Institute has since established a program for administrators and has undergone the Results Oriented Program Approval process.

The **Independent and Federal Programs** division:

1. Developed and piloted a streamlined **federal grants monitoring process** for Local Education Agencies for Titles IIA, IID, IV, and V funding.

### **2009 Meeting Dates**

January 20, 2009	August 18, 2009
February 17, 2009	September 15, 2009
March 17, 2009	October 20, 2009
April 7, 2009	November 17, 2009
May 19, 2009	December 15, 2009
June 16, 2009	

For more information visit:

**<http://education.vermont.gov/new/html/mainboard.html>**

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## Department & State Board Highlights for 2008

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2. Successfully implemented new **home school legislation** that reduced input requirements and emphasized assessment results.
3. Implemented an **electronic grants system** for the Consolidated Federal Programs Funds which reduces process time for schools as well as for Department of Education staff.

The **Lifelong Learning** division:

1. Partnered with the Department of Labor and the Workforce Development Council to develop **Industry and Education Centers of Excellence (IECE)**. IECEs will: (1) support the development of statewide technical skill and academic standards and career pathway programs of study for grades 9 through 16; (2) encourage outreach to grades 7 and 8; and (3) support education and training opportunities for adults.
2. Began the development of **state technical program assessments** that integrate technical and academic skills and concepts.
3. Continued to expand the **High School Completion Program** with the addition of 347 new students and 131 students successfully completing their program to earn a high school diploma during the year.
4. Facilitated the implementation of Act 62 (**Prekindergarten education**) through the development of State Board of Education Rules, high-quality student assessments and ongoing technical assistance and professional development.

The **Standards and Assessment** division:

1. Developed the **Vermont Item Bank** for the local assessment of eighth-grade and end-of-10th-grade Reading and Mathematics Grade Expectations. Staff worked with teachers from identified high schools and a Vermont-based contractor to develop this item bank to

support local schools in bridging the assessment gap between the beginning of the eighth-grade New England Common Assessment Program (NECAP) exam, which measures seventh-grade expectations, and the beginning-of-11th grade NECAP. These items are intended to be used diagnostically to monitor student progress toward proficiency.

2. Implemented Phase 1 of a **research study designed to identify successful schools** from around the state (in particular, diverse schools with large numbers of low-income students) and the best practices associated with their success. The initial phase of the project included a large-scale teacher survey of over 2,000 educators from Vermont elementary and middle schools. Phase 2 of the project will include site visits to a handful of schools with exemplary performance records (as measured by annual NECAP scores) to look at their instructional practices.
3. Saw an increase in **internal professional development** provided by members of the team to fellow staff. Sessions include a variety of technologies which enhance communication and collaboration, as well as instructional models such as Understanding by Design, a strategy to develop effective units of study. Furthermore, the S & A team organized itself into Critical Needs groups, ongoing learning and action teams around key areas of work: support for identified schools, data literacy, professional development, and technology.

The **Student Support and Safe and Healthy Schools** Division:

1. Student Support Team consultants are currently providing training and coaching to more than 65 schools across the state (nearly 20 percent) committed to implementing **school-wide tiered systems of intervention and support**. These systems, such as Positive Behavioral Supports (PBS), Responsiveness to

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## Department & State Board Highlights for 2008

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Instruction (RTI), Differentiated Instruction (DI), and the Vermont Integrated Instruction Model (VIIM – a full integration of the aforementioned three elements) are nationally recognized for effectively reducing the numbers of students needing intensive services, including those requiring one-to-one staffing and education in alternative settings and improving achievement and participation levels for all students. The work of their nearly 5,000 educators are impacting more than 23,000 students and their families statewide, including some 3,700 students with disabilities.

In addition, this division:

- Led to Vermont being one of only 14 states designated by the Office of Special Education Programs to **meet requirements of IDEA 2004**.
- Began implementation of a **State Professional Development Grant**
- integrated instruction model designed to build capacity to support all students.
- Reports that the number of schools participating in the **Positive Behavior Supports initiative** increased from 34 to 65.
- Delivered **physical education** technical assistance and professional development to approximately 115 schools.
- Reached approximately 280 schools (90 percent) with **tobacco use prevention programs**.
- Reached approximately 46 schools with professional development opportunities in the **Health Education** program.
- Reached approximately 180 schools with **HIV prevention program** professional development and training opportunities.
- Engaged driver educators in the development of a new curriculum guide for Vermont's **driver education programs**.

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## Assessment & Accountability Results for 2008

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The following is a collection of assessment and accountability information on Vermont students for the calendar year 2008.

Vermont students continue to make a strong showing compared to their peers in other states on national examinations. While their performance on the challenging state assessment, the New England Common Assessment Program (NECAP) exam, is also laudable, there is room for improvement. More specifically, many students who come from poverty are not performing at the same level as their peers, and when that figure is broken down further by gender, special education needs and English Language Learners, significant portions of Vermont students who need further help in achieving the standard can be identified.

### New England Common Assessment Program (NECAP)

Statewide assessment results for Fall 2007 were released in February 2008. These results are from the NECAP exams, given to Vermont public school students in grades three through eight and 11. Students were tested in reading and math in all seven grades, and in writing at grades five and eight only.

Seventy percent of Vermont primary school students tested were proficient or higher in reading. In mathematics, 63 percent of Vermont students were proficient or higher. In writing, 48 percent of students tested were proficient or higher. Sixty-seven percent of Vermont high school students tested were proficient or higher in reading. In writing, 39 percent of students tested were proficient or higher. In mathematics, only 30 percent of Vermont students were proficient or higher.



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## Assessment & Accountability Results for 2008

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As seen in previous years statewide and nationally, an achievement gap persists between boys and girls, and between students from low-income families and their peers. In reading, girls outperform boys 75 percent to 65 percent. In writing, that gap widens to 57 percent versus 37 percent. In mathematics, the gap essentially disappears, with 63 percent of male students and 62 percent of female students demonstrating proficiency. In the high school results, girls outperform boys in reading 75 percent to 59 percent. In writing, that gap widens to 48 percent versus 30 percent. In mathematics, 31 percent of male students and 29 percent of female students demonstrated proficiency.

Students eligible for free and/or reduced lunch are not achieving at the same level as their peers. In reading, only 53 percent of those students were proficient or higher, compared to 77 percent of their peers. In mathematics, 45 percent of those students were proficient or higher, compared to 71 percent of their peers. In writing, 30 percent of those students were proficient or higher, compared to 55 percent of their peers.

Statewide science assessment results from Spring 2008 were released in September for the first time. The results are from the NECAP science exams, given to Vermont public school students for the first time in grades four, eight and 11. Forty-eight percent of Vermont fourth-graders tested were proficient or higher in science. In grade eight, 26 percent were proficient or higher. In grade 11, 25 percent were proficient or higher.

The NECAP exams were created in collaboration with Rhode Island and New Hampshire. Maine has now joined the consortium for the grade three through eight exams.

For school-by-school reports, visit [http://www.education.vermont.gov/new/html/pgm\\_assessment/data.html](http://www.education.vermont.gov/new/html/pgm_assessment/data.html).

### **Scholastic Assessment Tests (SAT) and Advanced Placement (AP) Exams**

Vermont has higher mean scores in each SAT section compared to both New England and the nation. Since 2007, Critical Reading increased by three points to 519, Mathematics improved by five points to 523 and Writing declined by one point to 507.

The statewide results of the College Board Advanced Placement (AP) exams also were released. In all, 3,355 Vermont students participated in the AP program (up 2.6 percent from 2007) and took 5,468 AP exams (up 4.8 percent from last year).

### **ACT**

The average ACT composite score for Vermont graduates in 2008 was 22.7, down .1 point from last year but higher than the past two previous years. This test is scored on a scale of 1 to 36, with 36 being the highest possible score. The national average ACT composite score this year was 21.1, down from 21.2 in 2007.

### **No Child Left Behind Act (NCLBA) Accountability Determinations of Adequate Yearly Progress**

The Vermont Department of Education released 2008 school accountability determinations as required by the federal NCLBA in April. Results are based on the NECAP assessments. A school makes Adequate Yearly Progress (AYP) by meeting targets set by the state as required by NCLBA. These targets increase every three years with the goal of 100 percent proficiency by 2014.

- Six schools exited School Improvement status.
- Thirty-nine schools, or 13 percent, are now in School Improvement.
- One-hundred sixteen schools, or 38 percent, did not make AYP this year.

More information on school and district performance can be found on the department's Web site at [http://www.state.vt.us/educ/new/html/pgm\\_accountability.html#AYP](http://www.state.vt.us/educ/new/html/pgm_accountability.html#AYP).

# Supporting Schools & Educators

	FY 08	FY 09
	School Year 2007-2008	School Year 2008-2009
<b>Public Schools and Private Academies</b>		
Elementary (K-6) .....	160	159
Secondary (7-12) .....	51	51
Combined (Elementary & Secondary) .....	97	97
Private Academies acting as public schools .....	4	4
<b>Total Public Schools.....</b>	<b>312</b>	<b>311</b>
Technical Centers .....	15	15
<b>Total Public Schools &amp; Technical Centers .....</b>	<b>327</b>	<b>326</b>
<b>Independent Schools &amp; Programs</b>		
Approved Independent Schools.....	91	93
Approved Kindergartens .....	4	4
Recognized Independent Schools .....	44	41
State-operated Facilities .....	1	1
Approved Tutorials.....	4	2
Approved Pregnant and Parenting Programs.....	1	1
<b>Total Independent Schools &amp; Approved Programs .....</b>	<b>145</b>	<b>142</b>
<b>Public Education Governing &amp; Administrative Entities</b>		
Town, City & Incorporated School Districts		
(including 12 supervisory districts).....	239	239
Union School Districts (includes four unified union districts).....	39	39
Interstate School Districts .....	2	2
<b>Total School Districts .....</b>	<b>280</b>	<b>280</b>
Technical Center School Districts.....	3	3
Supervisory Unions.....	46	46
Joint Contract Schools.....	5	5
Gores & Unorganized Towns .....	9	9
<b>Total Public Education Governing &amp; Administrative Entities.....</b>	<b>343</b>	<b>343</b>
<b>Public School Administrators</b>		
Superintendents .....	59	61
Principals .....	310	309
Vocational/Tech. Center Directors.....	28	26
Business Managers .....	64	64
Special Education Directors.....	87	87
<b>Total Public School Administrators.....</b>	<b>548</b>	<b>547</b>
<b>Teachers (FTE) .....</b>	<b>8,447</b>	<b>8,503</b>
<b>School Boards .....</b>	<b>286</b>	<b>285</b>
<b>Local School Board Members .....</b>	<b>1,444</b>	<b>1,444</b>



# Supporting Learners

	FY 08	FY 09
	School Year 2007-2008	School Year 2008-2009
<b>Publicly Funded Students</b> (Enrolled as of October 1)		
Vermont Public Schools .....	90,850	89,547
Vermont Approved Independent Schools .....	1,023	1,024
Vermont Private Academies .....	2,217	2,202
Out-of-State Schools .....	971	905
Vermont State Agency and Other .....	278	229
<b>Total Publicly Funded Students</b> .....	<b>95,339</b>	<b>93,907</b>
<b>Public School Enrollment</b>		
K-12 .....	86,768	85,041
Early Education (Pre-K) .....	3,560	3,689
Essential Early Education* .....	996	1,043
<i>*Children ages 3 to 5, excluding those enrolled in kindergarten programs</i>		
<b>Total Public School Enrollment</b> .....	<b>91,324</b>	<b>89,773</b>
Academies Serving as Public Schools .....	2,698	2,719
Approved Independent (K-12) .....	7,289	7,365
Recognized Independent (K-12) .....	1,418	1,272
Home Study (K-12) .....	2,022	2,035
<b>Total Pre-K-12</b> .....	<b>104,751</b>	<b>103,164</b>
<b>Technical &amp; Adult Education Enrollment (categories not mutually exclusive)</b>		
Technical Centers .....	5,554	5,625
Adults - Daytime Courses .....	117	126
Adults - Evening Courses .....	4,846	4,333
Adult Education & Literacy .....	7,375	7,205
GED Certificates Granted .....	801	748
Education & Training - Criminal Offenders .....	232	218
Adult Diploma Program .....	512	522
High School Completion .....	176	446
<b>Student Support Programs Enrollment (categories not mutually exclusive)</b>		
Special Education (ages 3-21) .....	14,011	14,024
Act 230 Instructional Support .....	9,469	9,721
Title I .....	32,157	34,687
Title I (Preschool) .....	1,478	1,448
Migrant Education .....	502	485
Limited English Proficiency (LEP) .....	1,689	1,650
Neglected and/or Delinquent .....	973	764
Homeless .....	838	833
Even Start - Children .....	272	106
Even Start - Adult .....	179	90